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ABSTRACT

In response to low reading scores among first grade students of English as a Second Language (ESL) in one inner-city school, the teaching techniques of semantic webbing and brainstorming were used to improve student reading skills. Subjects were eight first grade ESL students. Pretests were administered to assess student levels of reading comprehension and critical thinking. Students then participated in semantic webbing activities where brainstorming techniques were taught and encouraged. After 12 weeks, a posttest was administered. Results indicate that 87% (seven of the eight students) improved reading comprehension, but only one student's score improved by the suggested criterion of 50%. One student's scores dropped. These results were attributed to the fact that English was the students' second language and that students most often spoke Haitian Creole among themselves. Some behavior changes were observed, including improved skills in critical thinking, increased brainstorming for problem-solving, better interpersonal communication and use of positive challenges, and application of thinking skills to other subjects. These indicate that the technique was somewhat effective. Pre- and posttests and results are appended. (MSE)

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ENHANCING READING COMPREHENSION AND CRITICAL THINKING SKILLS OF FIRST GRADE ESOL STUDENTS THROUGH THE USE OF SEMANTIC WEBBING

by

Madeline Kaufman

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A Practicum Report

submitted to the Faculty of the Center for the Advancement of Nova University in partial fulfillment of the requirements for the degree of Educational Specialist.

The abstract of this report may be placed in a National Database System for reference.

February 1992

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Abstract

Enhancing Reading Comprehension and Critical Thinking Skills of First Grade ESOL Students Through the Use of Semantic Webbing.
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The Center for the Advancement of Education.
Descriptors: Critical Thinking-Semantic Webbing/ Listening/Listening Skills/Reading/Reading Comprehension/ Webbing/ESOL/Language Develop/Stimuli/Receptive Language/ Self Concept/

The low reading comprehension scores of first grade ESOL students was addressed by the implementation of semantic webbing and brainstorming. Pretests were administered to assess the level of reading comprehension and critical thinking. Students then participated in semantic webbing activities where brainstorming techniques were taught and encouraged. After the 12 week implementation time, a posttest was administered to assess the targeted group's improvement in reading comprehension. The results indicated that 87 percent improved their reading comprehension scores, however, not by the suggested criteria of 50 percent. This writer also reported an increase of critical thinking skills. Appendices include pre and posttests and results.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

Signed: _____

Student's Name

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CHAPTER I

Purpose

The school chosen for participation was located in an inner-city neighborhood in a city in the southeastern United States. The surrounding area was mainly comprised of people who have immigrated from Haiti.

The school site was a large, old building with 16 additional portable classrooms. The school's enrollment was 1,452 students, of which 95.4 percent were Black, .6 percent were White, and 4.0 percent were Hispanic. The faculty consisted of 95 classroom teachers.

Approximately 80 percent of the school population were of haitian origin. The percentage of students who participated in the English as a Second Language (ESOL) program was 36.2 percent. In addition, a significant number of students arrived at the school site in grades first through fourth with little or no previous schooling.

The school also served as a community school where English, as well as other subjects, were offered as courses to the adults in the neighborhood.

The classroom site was a portable trailer. The trailer was divided, by bookcases, into two sections, each serving as a classroom for 22 students.

The target population for this practicum were eight students randomly seclected from a first grade ESOL class of 22 students. The students in this class had been tested at ESOL levels three and four. This indicated that although the students spoke and understood English, there was still a need for further instruction. Therefore, the class was served, one hour each day, by an ESOL instructor.

This instructor has had four years experience teaching first grade ESOl students. In addition to earning a Master of Science degree in Elementary Education, this writer is pursuing an Educational Specialist degree in reading. At the school site, this writer actively participates in both the Beautification Committee and the Spelling Bee Committee. As principal agent, this writer selected and administered pre and posttests, as well as designed and evaluated teacher surveys. In addition, this writer selected appropriate material to be presented to the students. It was also the responsibility of this writer to evaluate the ongoing process and make any necessary changes.

Comprehension is a major component of reading instruction. The students in the targeted population had a limited knowledge of English.

An examination of the reading comprehension scores on the Metropolitan Achievement Test Results (see Appendix A:32) and the results of a teacher survey (see Appendix B:34) led to the conclusion that there was a discrepancy between what the comprehension skills of first graders should be and what they actually are. The results of the teacher survey also indicated that teachers felt a need for improved Critical Thinking Skills by the students.

Eleven first grade teachers were polled. All of these teachers concurred that many students do not fully understand what they read or what is read to them. All the teachers agreed that reading comprehension skills are important and can be improved. Ten teachers strongly agreed that reading comprehension skills should be part of the daily curriculum.

The teachers also responded to questions about students' critical thinking skills. Ten teachers strongly agreed that critical thinking skills are important to reading comprehension. While eight teachers strongly agreed that critical thinking skills

should be part of the daily curriculum, one teacher strongly disagreed. Ten of the teachers polled felt that teachers need more inservice in teaching both reading comprehension and critical thinking skills.

In addition, a critical thinking survey (see Appendix C:36) was administered by the writer of this practicum to the targeted group. According to the results of the survey the critical thinking skills of the targeted group was assessed at a lower level. For example, none of the targeted students use the technique of brainstorming to solve problems.

Another method used to document the discrepancy between what reading comprehension scores should be and what they actually were was the Metrpolitan Acheivement Test. This test was administered to the eight randomly selected students in the class. The results indicated that reading comprehension scores needed to be raised. The Metropolitan Achievement Test is administered at the school site as a supplemental test for the Stanford Achievement Test. A student is considered below average if the score is below 49 percent. According to the reading comprehension test scores, one half of the students tested scored below 49 percent.

From the responses on the teacher poll, the Student Critical Thinking Skills Survey, and the test scores, the conclusion reached was that there was a deficiency in both reading comprehension and critical thinking skills among the first grade student population.

It was this writer's intent to improve the reading comprehension scores of the targeted first grade students. In addition, this writer strove to enhance the critical thinking skills of the class.

1. Over a period of 12 weeks, 50 percent of the targeted group of students will improve their reading comprehension skills by 50 percent as measured by the scores on the Metropolitan Achievment Test.

2. Over a period of 12 weeks, 50 percent of the targeted group of students, after being allowed to brainstorm, will improve critical thinking skills, as determined by teacher observation.

CHAPTER II

Research and Solution Strategy

Reading research during the past decade has focused more on the process of reading comprehension as opposed to the product of reading comprehension. Comprehension is seen as an active process, where the teacher plays an important role in guiding the students towards an understanding of the text. According to Garner, "reading is a problem-solving process," (1984:71) and that students can be taught how to solve these problems consciously.

The students' background, or lack of background, plays an important role in successful reading comprehension. Prior knowledge will determine the meaning that the reader derives from the print. Comprehension is seen as an active process that is affected not only by linguistic cues but also by the knowledge that the reader brings to the passage (Pahl).

The schema theory is the belief that knowledge stored in the reader's memory will affect what is comprehended during reading. In a position paper, Pahl examined the role of story schemata and reports that it plays a primary role in reading comprehension.

What is read by the reader activates new information and this information is incorporated into what is already known.

Schema theory emphasizes the importance of using a prereading strategy. This strategy should encourage pupils to use their own experiences and knowledge to predict and make inferences. Orland stated that teachers play an important role in asking prereading inferential questions.

Metacognition involves the deliberate control over one's thinking activity. It involves, the ability to discuss and pattern one's thinking. Metacognition is the process of becoming aware of how to think during reading (Garner). Research suggests that good readers have this skill while poor readers don't. Good readers will come to the realization that they don't fully understand what they are reading and will use strategies to seek out necessary information. Poor readers will continue reading whether or not they comprehend.

Teachers can help studnets' metacognitive abilities by such strategies as reviewing the purposes of reading. This is done as a prereading activity. It identifies the important aspects of the story and helps determine the readers' prior knowledge (Vance).

During this process, the teacher demonstrates how to think by actually verbalizing the thinking process. This is called modeling. In an outline intended for inservice workshops, Orlando included the use of modeling as a strategy to enhance critical thinking skills. During this activity, students become aware that they are engaging in a review of what they already know. In addition, they learn to take corrective action when comprehension fails.

Metacognition involves the use of higher order thinking skills. It means not only asking literal questions such as, "What kind of animal is that?"; but also, "How do you know?". These types of questions help students explore their methods of reasoning. Inferential questioning enables the students to reflect, summarize, question, and classify as they read (Hinson).

A strategy used to improve and activate readers' knowledge is through the use of semantic mapping. Mapping is the visual presentation of story elements. It uses a "visuospatial, strategy in which concepts are linked (Sinatra)."

In a study by Idol-Maestras, story mapping proved to be a successful method in improving reading

reading comprehension. Using a visual mapping strategy involves the development of a form that allows the students to clearly represent what is known and add new information (Gambrell).

There are many different types of visual organizers. Bottom up graphics help students scan and organize information. Among these are web diagrams, circle diagrams, pie charts and venn diagrams. Top down graphics help students apply rules and solve new problems. Among these are flow charts, concept maps, and causal chain maps (Clarke).

Semantic mapping involves the use of brainstorming by the students. The class must be able to interact and discuss what is already known about the subject. The teacher needs to actively explain, model, give examples, explain again, provide support and encourage the students (Hinson). The teacher is responsible for creating a relaxed atmosphere in which the students can discuss comprehension problems.

Semantic mapping and brainstorming can also be used as a post-reading activity. Both Heimlich and Hinson concurred that class discussion of what has been learned from the text is a valuable tool for increasing reading comprehension. In addition, new ideas and facts can be added to the already formed web.

Research by Zarillo indicated that literature-centered reading programs are especially valuable to language minority students (Zarillo). Zarillo advocated that students will be more interested in certain topics than others. Therefore, since reading is the process of bringing meaning to print, using books that interest the students will benefit the student most.

An article of Boyles also described a reading program that uses high interest books, as opposed to basals, to increase critical thinking skills.

This author attempted to improve reading comprehension skills and critical thinking skills in first grade ESOL students.

In keeping with the theory that student background knowledge plays an important role in reading comprehension, this writer built upon the class's prior knowledge. According to Pahl, story schemata played a primary role in reading comprehension.

Metacognition involves the deliberate control over one's thinking process. Garner emphasized that metacognition, the ability to become aware of one's thinking process, is a skill used by good readers. Therefore, this writer attempted to increased the metacognitive ability of the students by using different strategies.

An article by Vance indicated that teachers can improve the metacognitive ability of students by identifying the main aspects of the story. Vance suggested that this can be done more effectively as a prereading strategy. As a result of these findings, this writer emphasized prereading, knowledge building strategies.

Another strategy suggested for improving students' critical thinking skills is the use of modeling. As shown in an article by Orlando, teachers demonstrated how to think by actually verbalizing their thinking process. This strategy was used during this practicum in order to facilitate critical thinking skills of the targeted group.

Inferential questioning was also cited as a method of increasing student's critical thinking skills. In an article by Hinson, it was stated that inferential questioning enables students to reflect, summarize, question and classify as they read. Therefore, this writer used this questioning technique with the class during the practicum implementation.

Semantic mapping was also cited as a effective strategy for improving and activating reader's prior knowledge. In research by Idol-Maestro, story mapping

was found to be effective in increasing reading comprehension. Therefore, this writer used story mapping as another strategy during this practicum.

Semantic mapping is the visual representation of story elements. Clarke's article described many different types of visual organizers. The use of a particular mapping strategy depends upon the concept being stressed.

Bottom up graphics help students organize information. This writer chose the web diagram a type of bottom up graphics, to help organize and categorize implementation.

Semantic mapping also involves the use of brainstorming by the students. As illustrated by Hinson, the teacher must be able to actively explain, model, give examples, explain again, provide support and encourage the students.

This writer encouraged a relaxed classroom atmosphere in order to encourage the brainstorming process.

This writer encouraged the students to brainstorm as a prereading activity. This was used in order to create a web diagram that will visually represent the story elements. However both Heimlich and Hinson

concurred that brainstorming and semantic mapping are also successful as post reading activities. Therefore, this writer also used these techniques again after the initial story reading in order to clarify certain information and add any additional information to the already existing story map.

The stories chosen for use during the practicum implementation were of high interest to the students. Research by Zarillo indicated that literature centered reading is especially valuable to language minority students. Therefore, the students chose the books to be read. These books centered around the topic of animals, a unit that was being explored by the class at the time of the practicum implementation. Due to the variation of reading levels in the class, these books were read to the class by the teacher.

CHAPTER III

Method

This practicum was implemented in October, November, December, and part of January of the 1991-92 school year. The implementation involved the writer of this practicum and eight first grade students.

The role of the writer was to read the chosen story, encourage the brainstorming process, and elicit information that will be used to make a story web. The targeted group was eight randomly chosen students in the class. However, the story was read to the entire class. The entire class participated in the brainstorming and webbing activities. However, only the targeted population were pre and posttested.

Week One

The story read was "If You Give A Mouse A Cookie" by Laura Joffe Numeroff.

First, the class was motivated by a picture of a mouse. The teacher modeled questions and answers. The teacher encouraged brainstorming by asking both literal and inferential questions such as "What is this?" "How do you know?" "Why don't people like mice?"

Next a picture of a mouse was put on a large piece of chart paper. Lines were drawn and extended outward from the picture. The teacher elicited information and used different color markers to distinguish such categories as "What a mouse looks like" "What a mouse does?" "What a mouse eats?" "Famous mice".

Finally, the story was read. After listening, the class brainstormed and added necessary information.

Week Two

The story read was "Danny And The Dinosaur" by Syd Hoff.

First, the class was motivated by pictures of a dinosaur. The teacher encouraged brainstorming by asking both literal and inferential questions such as "What is this?" "How do you know" "Why would a dinosaur be a good or bad pet?" "What would you do with a dinosaur pet?"

Next a picture of a dinosaur was put on a large sheet of chart paper. Lines were drawn and extended outward from the picture. The teacher elicited information and used different color markers to distinguish such categories as "Dinosaurs look like?" "Dinosaurs act like?" "Bad qualities, good qualities?"

Finally, the story was read. After listening the class brainstormed and added necessary information they learned from the story.

Week Three

The story read was "Veronica-Roger Duvoisin" by Alfred A. Knopf.

First, the class was motivated by a picture of a hippopotamus. The teacher encouraged brainstorming by asking both literal and inferential questions such as "What is this?" "How do you know?" "What could happen if a hippopotamus walked in the street?"

Next a picture of a hippopotamus was put on a large sheet of chart paper. Lines were drawn and extended outward from the picture. The teacher elicited outward from the picture. The teacher elicited information and used different color markers to distinguish such categories as "Hippos look like?" "How people feel about hippos."

Finally, the story was read. After listening, the class brainstormed and added any necessary information to the story map.

Week Four

The story read was "Flip" by Wesley Dennis.

First, the class was motivated by a picture of a horse. The teacher began by modeling questions and answers. The teacher encouraged brainstorming by asking both literal and inferential questions such as "What is this?" "How do you know?" "How are horses different from dogs?" "How are they the same?"

Next a picture of a horse was put on a large sheet of chart paper. Lines were drawn and extended outward from the picture. The teacher elicited information and used different color markers to distinquish such categories as "Look like?" "Used for?"

Finally, the story was read. After listening to the story, the class brainstormed and added any necessary information to the story map.

Week Five

The story read was "Dandelion" by Don Freeman.

First the class was motivated by a picture of a lion. The teacher began by modeling questions and answers. The teachers then encouraged brainstorming by asking both literal and inferential questions such as "What is this?" "How do you know?" "How is a lion different from a horse?" "How are they alike?"

Next a picture of a lion was put on a large sheet of chart paper. Lines were drawn and extended outward from the picture. The teacher elicited information and used different color markers to distinguish such categories as "looks like" "Acts like".

Finally, the story was read. After listening to the story, the class brainstormed and added any necessary information to the story map.

Week Six

The story read was "Millions of Cats" by Wanda Gag Coward.

First, the class was motivated by a picture of a cat. The teacher began by modeling questions and responses. The teacher encouraged brainstorming by asking both literal and inferential questions such as "What is this?" "How do you know?" "Why is a cat a good pet?"

Next, a picture of a cat was put in the middle of a large sheet of chart paper. Lines were drawn and extended outward from the picture. The teacher elicited information and used different color markers to distinguish such categories as "Looks like?" "Acts like?" "Good qualities?"

Finally, the story was read. After listening to the story, the class brainstormed and added any necessary information to the story map.

Week Seven

The story read was "Be Nice To Spiders" by Margaret Bloy Graham.

First the class was motivated by a picture of a spider. The teacher began by modeling questions and responses. The teacher encouraged brainstorming by asking both literal and inferential questions such as "What is this?" "How do you know?" "Why are some people afraid of spiders?"

Next, a picture of a spider was put in the middle of a large sheet of chart paper. Lines were drawn and extended outward from the picture. The teacher elicited information and used different color markers to distinguish such categories as "Looks alike" "Acts like" "People's reactions to".

Finally, the story was read. After listening to the story, the class brainstormed and added necessary information to the story map.

Week Eight

The story read was "Octavius" by Betty Hubka.

First, the class was motivated by a picture of an octopus. The teacher began by modeling questions and answers. The teacher encouraged brainstorming by asking both literal and inferential questions such as "What is this?" "How do you know?" "If you were an octopus, what would you hold in your tentacles?"

Next, a picture of an octopus was put in the middle of a large sheet of chart paper. Lines were drawn and extended outward from the picture. The teacher elicited information and used different color markers to distinguish such categories as "Looks like?" "How similar to fish?" "How different from fish?"

Finally, the story was read. After listening to the story, the class brainstormed and added necessary information to the story map.

Week Nine

The story read was "The Pig's Wedding" by Helme Heine.

First the class was motivated by a picture of a pig. The teacher began by modeling questions and answers. The teacher encouraged brainstorming by

asking both literal and inferential questions such as "What is this?" "How do you know?" "Why do you think people say - eats like a pig?"

Next, a picture of a pig was put in the middle of a large sheet of chart paper. Lines were drawn and extended outward from the picture. The teacher elicited information and used a different color marker to distinguish such categories as "Looks like?" "Acts like?" "Famous Pigs?"

Finally, the story was read. After listening to the story, the class brainstormed and added necessary information to the story map.

Week Ten

The story was "Have You Seen The Crocodile?" by Colin West.

First, the class was motivated by a picture of a crocodile. The teacher began by modeling questions and answers. The teacher encouraged brainstorming by asking both literal and inferential questions such as "What is this?" "How do you know?" "Why or why not are these friendly crocodiles?"

Next, a picture of a crocodile was put in the middle of a large sheet of chart paper. Lines were drawn and extended outward from the picture. The

teacher elicited information and used a different color marker to distinguish such categories as "What it looks like?" "What does it do?" "Famous ones?"

Finally, the story was read. After listening to the story, the class brainstormed and added information to the story map.

Week Eleven

The story read was "That Olive" by Alice Schertle.

First, the class was motivated by a picture of a cat. The teacher began by modeling questions and answers. The teacher encouraged brainstorming by asking literal and inferential questions such as "What is it?" "How do you know?" "What does it mean by saying that a cat has 9 lives?"

Next, a picture of a cat was put in the middle of a large sheet of chart paper. Lines were drawn and extended outward from the picture. The teacher elicited information and used a different color marker to distinguish such categories as "What does it look like?" "What does it act like?" "Famous cats?"

Finally, the story was read. After listening to the story, the class brainstormed and added any necessary information to the story map.

Week Twelve

The story read was "The Day Jimmy's Boa Ate The Wash" by Trinka Hakes Noble.

First, the class was motivated by a picture of a boa constrictor. The teacher began by modeling questions and answers. The teacher encouraged brainstorming by asking both literal and inferential questions such as "What is this?" "How do you know?" "Why are some people afraid of snakes?"

Next, a picture of a boa constrictor was put in the middle of a large sheet of chart paper. Lines were drawn and extended outward from the picture. The teacher elicited information andused a different color marker to distinguish such categories as "What does it look like?" "What does it act like?"

Finally, the story was read. After listening to the story, the class brainstormed and added necessary information to the story map.

In addition, the reading comprehension posttest was administered to the same eight, randomly selected students. The scores were compared to those on the pretest.

CHAPTER IV

Results

Over a period of 12 weeks during the regular school day, students received instruction in reading comprehension skills. In addition, critical thinking skills were being fostered by the encouragement of brainstorming. Overall, individual gains were evident for both objectives. However, in comparing the results of the reading comprehension pre and posttest (see Appendix A:32) this writer reports that the criteria for objective I was not met.

Objective One - Over a period of 12 weeks, 50 percent of the targeted group of students will improve their reading comprehension skills by 50 percent as measured by the scores on the Metropolitan Achievement Test.

The first criteria was the percentage of students successful. Since the targeted group consisted of eight students, 50 percent would be four students. In order for the objective to be successful, four out of the eight students would need to improve their reading comprehension skills by 50 percent.

A comparison of the pre and posttest shows that seven out of the eight students, or 87 percent, improved their reading comprehension scores. However, only one of these students improved their score by 50 percent. One student actually scored lower at the posttest. Therefore, according to the criteria, the objective was not successful.

The failure of the objective may be due to the fact that English is the second language of the targeted group. These students often speak Creole amongst themselves. In addition, the noise level in the classroom was high. Perhaps the students were unable to concentrate. However, this writer administered both the pre and posttest in the same room, precluding many extraneous variables.

Objective two - Over a period of 12 weeks, 50 percent of the targeted group of students, after being allowed to brainstorm, will improve critical thinking skills, as determined by teacher observation.

This objective was realized at the conclusion of the practicum project. The criteria for success was the percentage of students improving critical thinking skills. Since the targeted group of students consisted of eight students, 50 percent of the targeted group would be four students.

This writer observed certain behavior changes in the students during the course of the implementation. Many of the skills on the student critical thinking checklist were improved. The students brainstormed to increase problem solving. During this, the students began to listen to each other's opinion and accepted opinions that differed from their own. The students often challenged each other, but this was done in a positive manner. In addition, the students applied what they learned to other subjects, such as science and social studies.

Therefore, it is this writer's conclusion that an improvement was shown for both objectives. Webbing and brainstorming can help increase reading comprehension. In addition, critical thinking skills can be increased as a result of brainstorming.

CHAPTER V

Recommendation

Upon completion of this practicum, this writer will suggest that other teachers use the activity part of this practicum plan in the classroom in order to enhance comprehension skills and critical thinking skills. Using the strategy of semantic mapping, teachers can visually represent story elements in books.

This writer would also like to videotape the strategy of semantic mapping and use it to inservice other interested teachers and administrators. By learning a different variety of semantic mapping techniques, teachers could possibly incorporate it into their daily curriculum.

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APPENDICES

APPENDIX A

READING METROPOLITAN ACHIEVEMENT TEST

RESULTS OF READING COMPREHENSION

READING METROPOLITAN ACHIEVEMENT TEST

RESULTS OF READING COMPREHENSION

	PRETEST			POSTTEST		
STUDENT	#WRONG	PERCENTAGE	RAW SCORE	#WRONG	PERCENTAGE	RAW SCORE
1	8x	85%	47	4x	92.7%	51
2	17x	69%	38	10x	81%	45
3	19x	65%	36	12	72%	43
4	26x	52%	29	20	63%	35
5	29x	47%	26	21	62%	34
6	32x	43%	23	27	51%	28
7	35x	42%	20	36	35%	19
8	40x	27%	15	25	55%	30

APPENDIX B

TEACHER SURVEY

TEACHER SURVEY

	Strongly Agree	Agree	Disagree	Strongly Disagree
1) Students often do not fully understand what they read or what is read to them.	9	2		
2) Reading Comprehension skills are important.	10	1		
3) Reading comprehension skills can be improved.	11			
4) Reading comprehension skills should be taught as part of the daily curriculum.	10	1		
5) Critical thinking skills are important to reading comprehension.	10	1		
6) Critical thinking skills can be taught.				
7) Critical thinking skills should be a part of the daily curriculum.	8	2		1
8) Teachers need more inservice in teaching reading comprehension skills and critical thinking skills.	9	1	1	

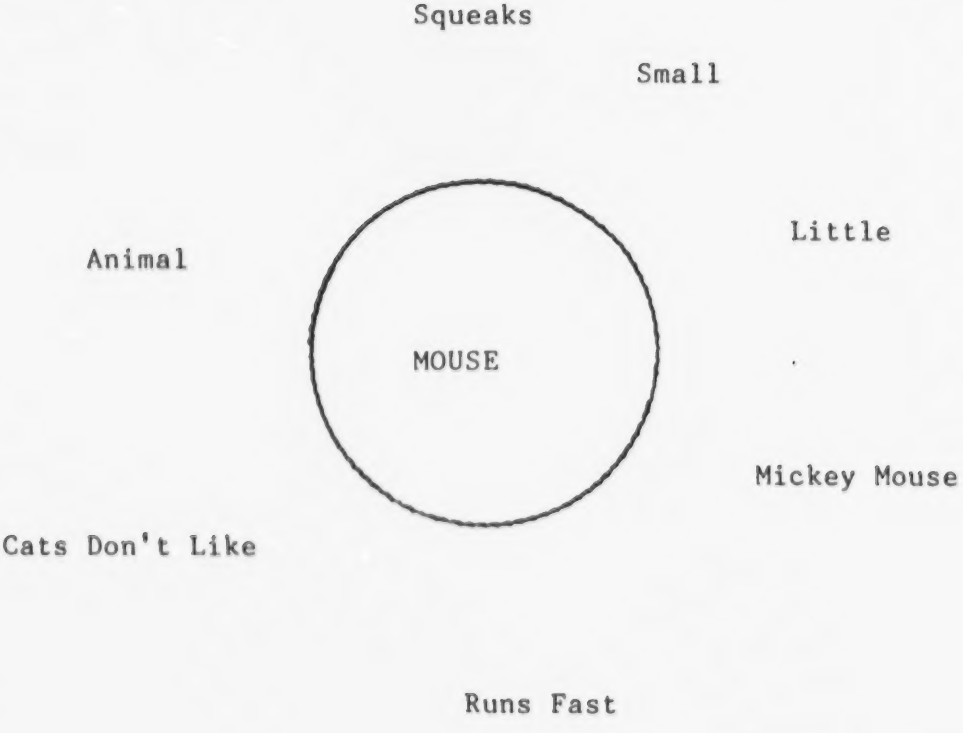
APPENDIX C

STUDENT CRITICAL THINKING SKILLS CHECKLIST

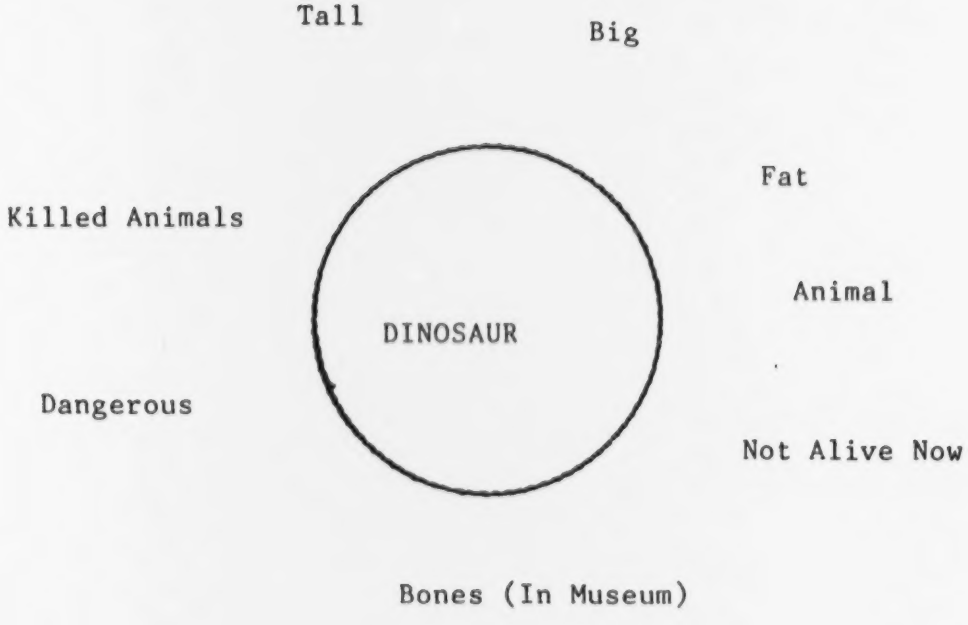
STUDENT CRITICAL THINKING SKILL CHECKLIST

		YES	NO
1)	Students brainstorm to increase participation in problem solving.		X
2)	Students actively listen to each other.		X
3)	Students demonstrate creativity in thinking.		X
4)	Students accept and listen to others' opinions.		X
5)	Students demonstrate creativity in language.		X
6)	Students apply what they learn to other activities.		X
7)	Students challenge others' information.		X

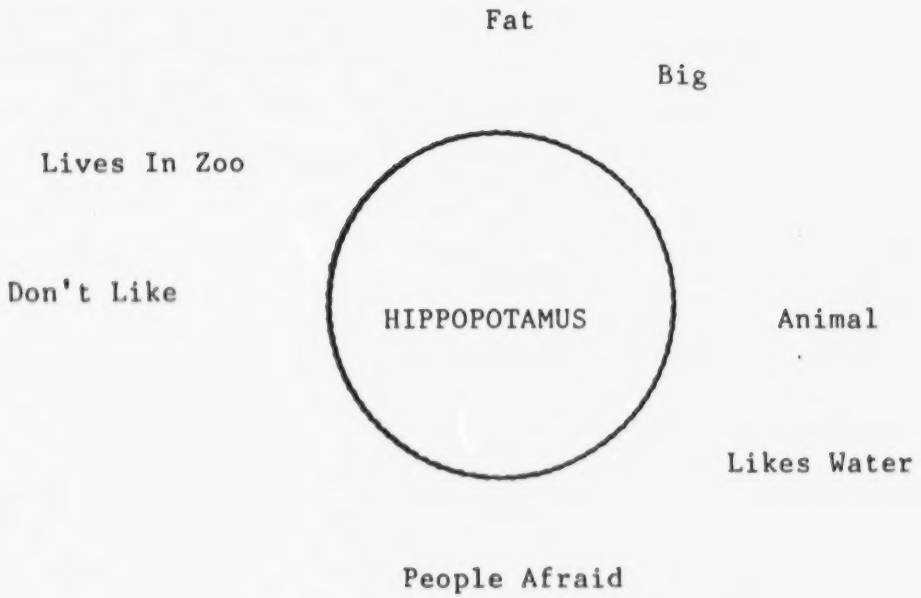
#1 IF YOU GIVE A MOUSE A COOKIE



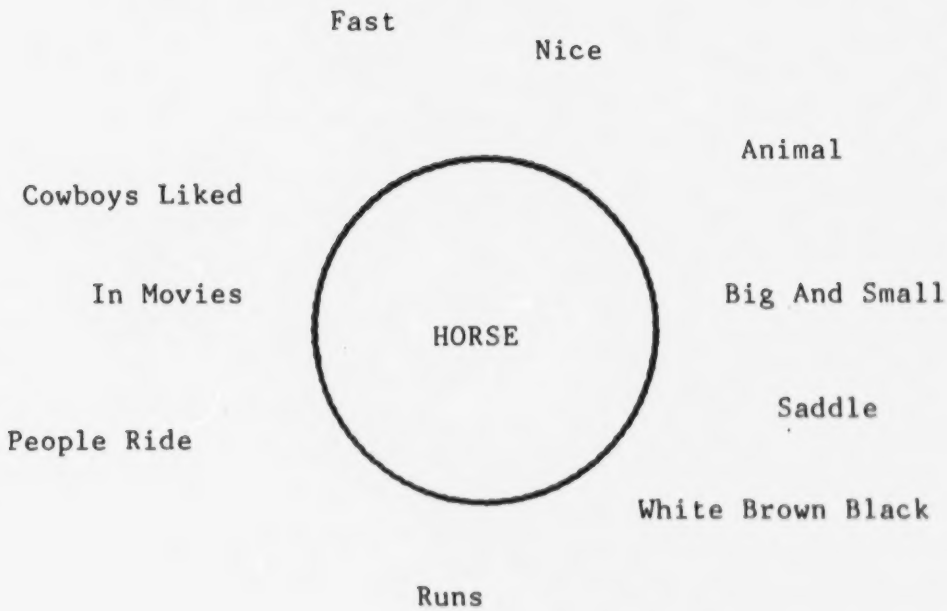
#2 DANNY AND THE DINOSAUR



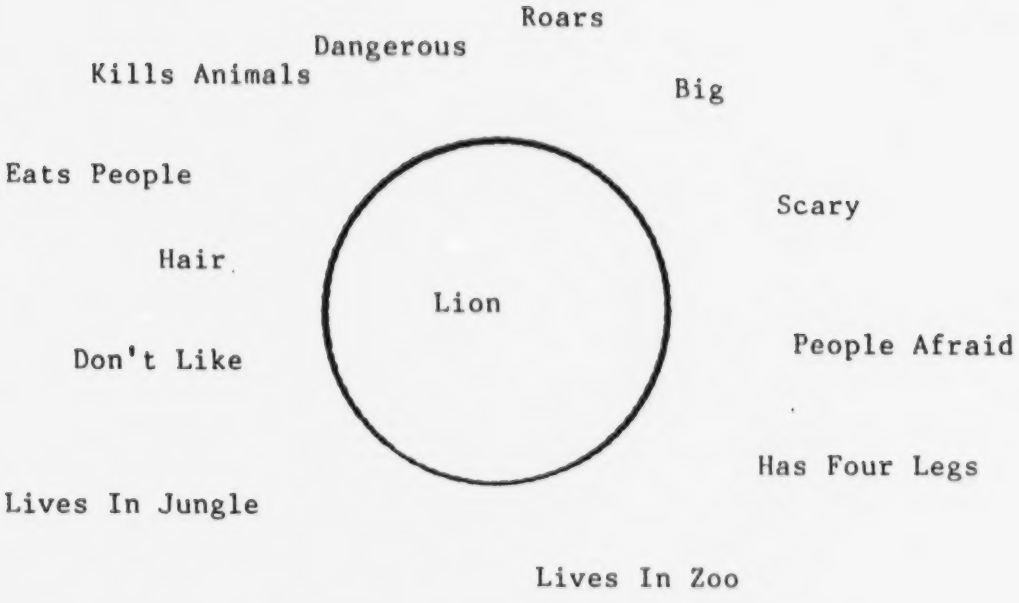
#3 VERONICA


Fat
Big
Lives In Zoo
Don't Like
HIPPOPOTAMUS
Animal
Likes Water
People Afraid

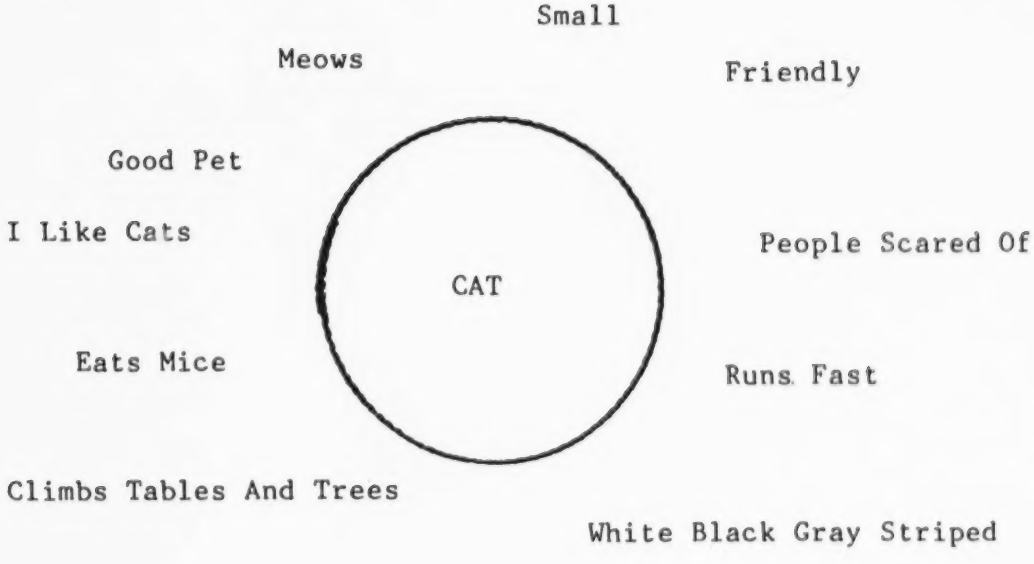
#4 FLIP


Fast
Nice
Animal
Cowboys Liked
In Movies
HORSE
Big And Small
Saddle
People Ride
White Brown Black
Runs

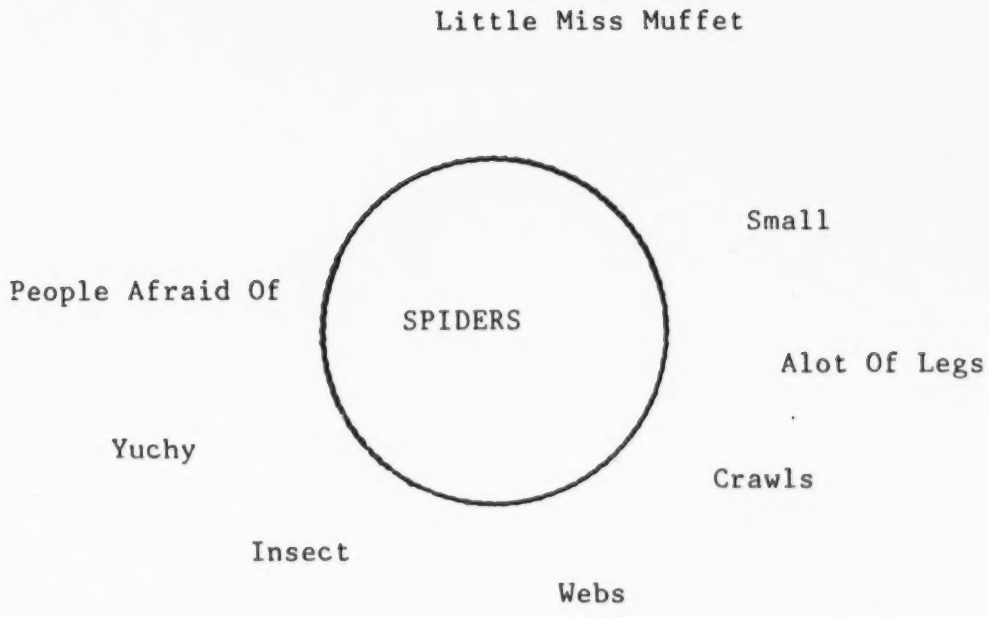
#5 DANDELION


Roars
Dangerous
Kills Animals
Big
Eats People
Scary
Hair
Lion
Don't Like
People Afraid
Has Four Legs
Lives In Jungle
Lives In Zoo

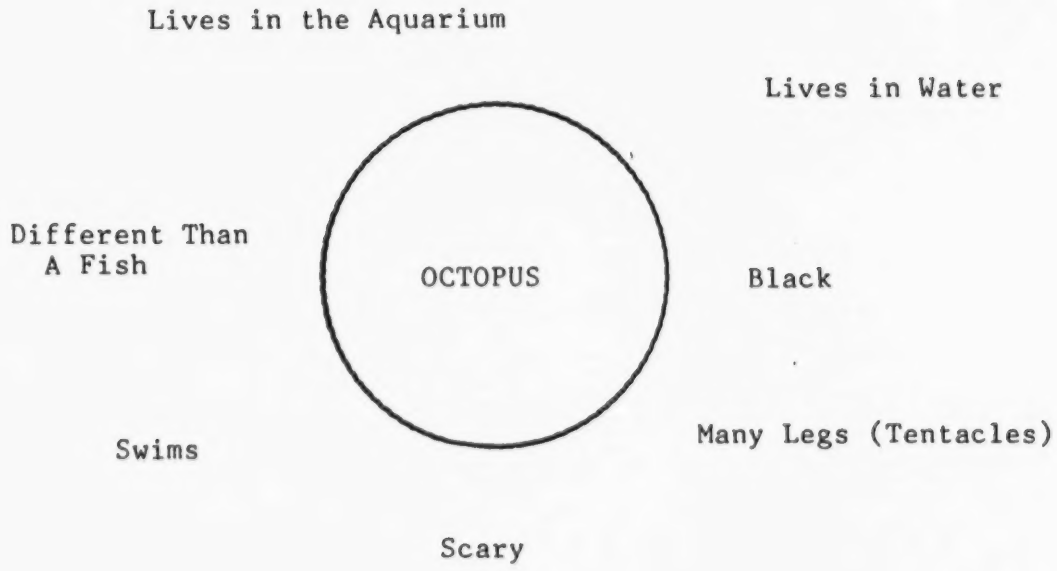
#6 MILLIONS OF CATS



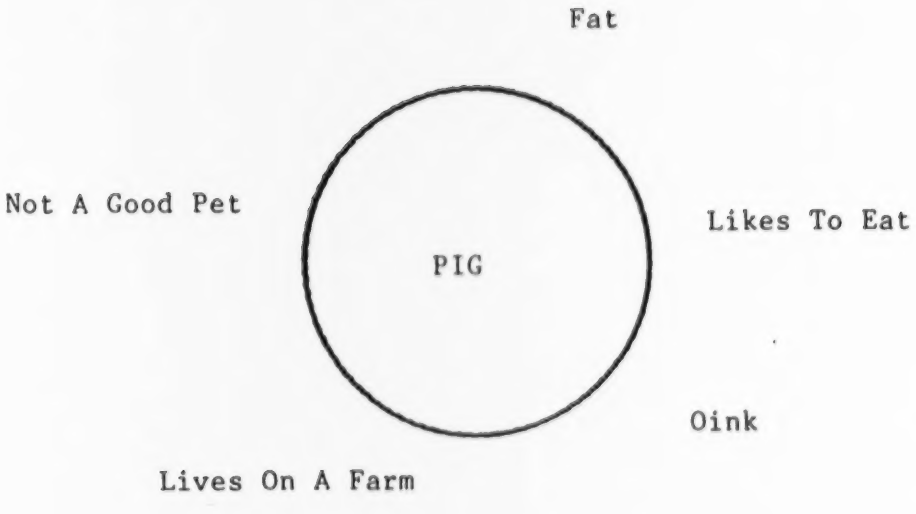
#7 BE NICE TO SPIDERS



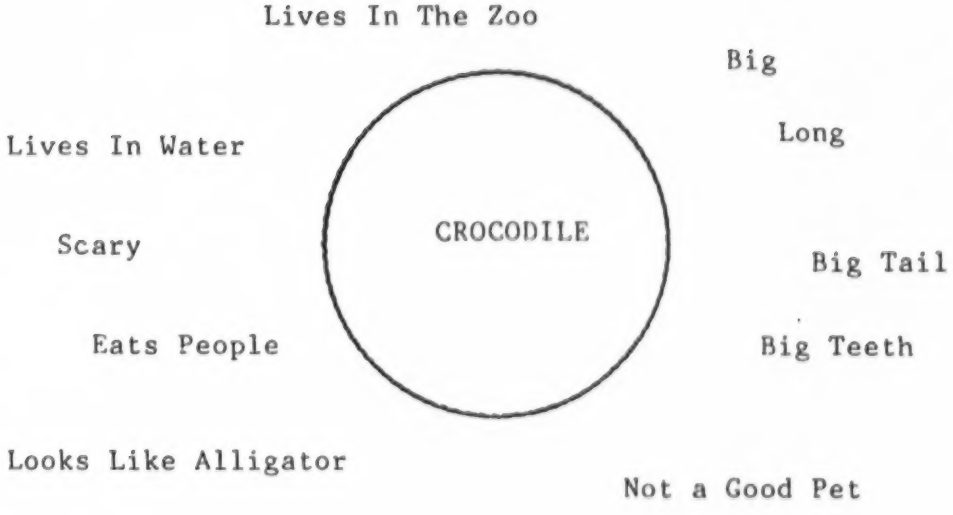
#8 OCTAVIUS


Lives in the Aquarium
Lives in Water
Different Than A Fish
OCTOPUS
Black
Swims
Many Legs (Tentacles)
Scary

#9 THE PIG'S WEDDING



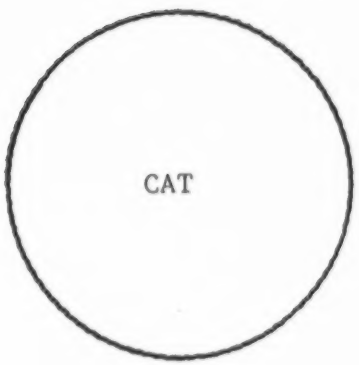
#10 HAVE YOU SEEN THE CROCODILE



#11 THAT OLIVE

Good Pet

Eats Mice



Big And Small

I Like

Runs

#12 THE DAY JIMMY'S BOA ATE THE WASH